



Project Metamorphosis

Volume 7 Number 1A

Parenting 1: Types of Parents

Some of us are parents. Some of us aren't. Some parents have grown children. Being in prison makes parenting hard (. . . as if it isn't hard enough!) But, everyone can learn from this series. Why? We all have or had someone who parented us. The way we were parented affects our adult lives. It affects how we relate to others. It affects how we feel about ourselves.

This is our self-esteem. Children sense if parents value, or honor, them. Children know if parents value them more than money, property, entertainment, or friends.

Think back to Key 1: Honor. What does it mean to honor someone? Honor is showing high value for someone. Honor is an attitude. This parenting series begins with honor.

There are four parenting styles. Each style has strengths and weaknesses. Each style affects a child. This session helps you see your parenting style. It helps you figure out what style your parents had. Remember, how you were parented affects many things you do now.

BASIC PARENTING STYLES

DOMINANT PARENT

Dominant parents don't show much love or warmth. They have lots of rules. These parents don't explain reasons for rules. The rules are strict. Dominant parents control and demand. They don't encourage or praise. This style produces many negative qualities in children. Their children may be very aggressive. Their children may be passive. If you had a dominant, controlling parent, you may also be controlling. Or you could be passive. Even if you don't have children, you may try to control others. Or, you may let others take advantage of you.

**"Life is about choices...
Everything is a choice".**

NEGLECTFUL PARENT

Neglectful parents have few rules. They take little control. They also lack love and warmth. Neglectful parents don't really care what their kids do as long as they aren't bothered. These parents stay away from home as much as they can. When they are home, they don't pay attention to their kids. They don't listen to them. These parents often make promises they never keep. This style also hurts a child's self-esteem. Children of neglectful parents don't learn how to care for themselves or others. They don't care about school. Thus, they do poorly in school. They drop out of school as soon as they can. If you had a neglectful parent, you may be a neglectful adult. You may not care for yourself or others.

PERMISSIVE PARENT

Permissive parents are often loving, warm, and supportive. The problem is that they have few rules. They set few limits. They give in to the child's demands. When there is no discipline, children often run wild. This parent does love their child. They accept almost any behavior from their children. Children parented by permissive parents often grow up to be undisciplined adults. Such adults lose jobs. They fail at relationships. They like to do whatever feels good, even if it hurts others. If you had permissive parents, you may be an adult who can't control your behavior. You may be an adult who runs wild.

BALANCED PARENT

Effective parents are balanced parents. This parent balances the need for rules and limits with love and encouragement. Children grow up knowing the rules. They know rules are for reasons. They also feel loved and accepted by their parents. These parents teach their children to follow the rules. They give clear warnings. They give encouragement and support. While this is the best style, nothing is perfect. You may have had balanced parents, but rebelled against them.

A balanced parenting style takes time and effort. At times we may slip into other styles. We can all think of times when our parents were Dominant, Neglectful, or Permissive. They probably didn't know any better. If we have children, we can see ourselves in these styles. We tend to act as we were parented. The goal is to move from these styles into a more Balanced Parenting style. You don't have to act the way you were parented. You can think about yourself and others differently. You can be different. Honestly identifying your style is the first step. Changing your parenting style is a choice. It's a change that affects your children. It affects people around you and it affects you.

CHARACTER FIRST: ALERTNESS AND ATTENTIVENESS AT HOME AND ON THE JOB

The first steps to being a better parent, worker, or person are alertness and attentiveness.

ALERTNESS

Alertness is the same as awareness. It is noticing yourself and others. When you are alert, you know what's going on. This helps you give the right response. It creates a state of readiness. Alertness helps you set priorities. You think about your values. You decide what to do first. When you are alert, you know you are responsible for what you do. As a parent, you can be alert to your parenting style. You can be alert to your child's needs. As a worker, you can be alert to others on the job. You can be aware of their needs. You can be aware of safety needs. You can decide what needs to be done. You can take responsibility for getting it done.

ATTENTIVENESS

Once you are aware of others, you can attend to them. This means that you honor a person or task by giving it your undivided attention. When you focus fully on a person or job, you show you value it. Talking to your child while watching TV tells the child that you value TV as much as the child. Continuing to work while your boss tells you something shows your boss that you aren't attending to him or her. This doesn't mean you always have to stop what you are doing. Your alertness tells you when the situation needs more attention. The following things show attentiveness at home and on the job: Stop, look, and listen. Give the person undivided attention. Look others in the eye. Don't just hear them. Think about what they are saying and what they mean.

ASK QUESTIONS

This shows that you are focused on the topic. Questions also show your interest. Be a learner. When you seek to learn from others, it shows that you value their knowledge. Manage time well. Make choices about what to do. Focus attention on the task at hand. Stay alert. Watch for changes in the situation that may require a different response from you.

LIFELONG LEARNING: *Comparison and Contrast*-When we compare things, we look for ways they are alike. When we contrast things, we look at differences. This newsletter on Parenting Styles is a good place to practice these skills. Look at the first two parenting styles. What can you find that is alike about them? What is different? Now look at the last two parenting styles. What is the same? What is different?

Understanding What You Read

Volume 7 Number 1A

1. How does the way we were parented affect our own parenting style?
2. How does the way we were parented affect our behavior and attitudes as an adult?
3. Explain why the Balanced Parent is an effective parenting style.
4. What are the harmful characteristics of Dominant and Neglectful parenting styles?
5. How is the Permissive parenting style better than the Dominant or Neglectful style?

Understanding What You Read

Volume 7 Number 1A

The way we were parented affects our behavior and attitudes as adults. If we felt _____
_____ and _____ as a child, we feel better about
ourselves as adults. There are four basic styles of parenting. The most effective parenting style is the
_____. We may have trouble staying in this style all the time. This
style of parenting balances _____ with _____. This style of
parenting lets a child know they are _____. The _____
_____ and _____ parenting styles are the
most damaging to a child. Children parented in either of these ways often feel _____
_____. These two styles are both low on _____.
The Neglectful style is high on _____ and low on _____.
Even if we don't have children of our own, we can think of times when we acted in each of these four
parenting styles. Our goal is to move out of the harmful styles and into the
_____.



Project Metamorphosis

Volume 7 Number 1B

Parenting 2: Children Have Personalities, Too!

Think back to Key 6: Personality. What was your type? Were you a Lion, Otter, Golden Retriever or Beaver? Review your type. Think about how you relate to other types. You may have qualities from all four types. You probably are strongest in one style. This is also true for children. Think about the problems that could occur between a Lion parent and a Lion child! Now think about what could happen if the parent is a Lion and the child is an Otter. We need to discover the personality styles of our children. This helps us understand their behavior and feelings.

WHY DO THEY ACT LIKE THAT?

Personality isn't something we are born with. Environment affects personality. Our parents and their parenting style affect our personality. Birth order also affects our personality. Oldest children tend to be more bossy. They like to give orders. Middle children are often more quiet. Youngest children are often very social. Other factors, like being an only child, affect our personality. Living with one parent affects personality. Being the only boy in a family of all girls has an effect. Being the only girl in a family of all boys has an effect. However, we are born with certain genes. These genes give us certain traits. Despite outside influences, they give us our "natural style", or "natural bent".

“Relating to your children and others is a thinking skill. It is a decision you make.”

We need to know that we can change some things about our style. We can “adjust” extreme qualities in our style. When we know the “natural bent” of our children, we can better understand them. We can value their uniqueness. We can recognize their style, strengths and weaknesses.

We learned in Key 6 that someone’s strength—if out of balance—can bug us. Children are adjusting or growing into their personalities. If their style strengths are out of balance, it may drive us crazy.

Sometimes our child’s strengths don’t mesh with our style. That can drive us crazy, too. This volume tells us how to value and honor the differences in our personalities. It shows us how our parenting style or the way we were parented relates to a child’s personality.

You can change the way you relate to your child. Understanding them and understanding yourself is the first step. Relating to your children (and others) is a thinking skill. It is a decision you make.

CHARACTER FIRST: GENTLENESS AND BENEVOLENCE . . . AT HOME AND WORK

No matter where you are—at home, work, or prison—you have to deal with people. The way you deal with them shows your character. Gentleness and benevolence are two related character traits. They help you deal with any kind of personality in your family or on the job.

GENTLENESS

Gentleness is showing personal care and concern in meeting the needs of others. It is being kind and considerate. It is the opposite of being harsh, severe or violent. It is not the same as weakness. Gentleness is a choice you make about how you treat others. It is a sense of control. In some cultures, children in important or rich families get special training on how to be polite and well mannered. They learn that treating others with personal care and concern shows that you value yourself and others. You may not be rich. You may not come from an important family. But, you can learn how to treat others.

Gentleness begins in the home. It continues on the job and throughout life. When things are going well, it is easy to act gently. When a crisis or problem occurs at home or at work, we tend to act or speak roughly. When we treat a machine roughly, it can break. Rough actions and speech can break people. Machines have no memory. When fixed, they go on. People remember. Even after the problem is fixed, memories linger.

There are three aspects to gentleness:

1. Gentleness requires awareness of others. You need to see the needs and feelings of others. You then act accordingly. There are times when a gentle person may act rudely. But, the gentle person is aware of how his or her words or actions will be perceived.
2. Gentleness is learned. By your actions and words, you model gentleness for others. If you yell at your child or co-worker rather than asking, you model aggressive demanding behavior. Gentleness takes time to learn.

3. Gentleness requires inner strength. Gentleness is not easy. It is often hard. Life (and other people) can be frustrating. It takes great personal strength to restrain yourself rather than blow up in anger. Your ability to control yourself when others seem out of control is a true mark of character.

BENEVOLENCE

Benevolence is similar to gentleness. Benevolence also shows care and consideration for others. But, benevolence is different. Benevolence is meeting the needs of others without personal gain. It is unselfishness. Some people think of it as “the Golden Rule,” to treat others as you would like them to treat you. Benevolence is not the same as giving into the demands of others. If you give your child only candy, you are not being benevolent. Like gentleness, it is easy to be benevolent when things are going well. It is harder to be benevolent when times are bad. Benevolence is a sign of character and leadership.

Benevolence is a choice you make. Are you a benevolent person? See which of the following describes you.

Benevolent people . . .

- are not quitters
- help make others successful
- give the benefit of the doubt
- assume the best in others
- do not stand in the way of justice
- give to others even at their own expense
- are unselfish
- don’t get “the big-head”
- focus on others rather than self
- are kind

LIFELONG LEARNING: *Comparison and Contrast*—In the last newsletter, you learned that to compare was to find the way things are the same. To contrast is to find differences. Think about your personality type. Think about your child’s type. If you don’t have children, think about the personality type of your parents. Compare or find the ways you are the same. Contrast or find the ways you are the different. Make a list of each.

Reflections

How does understanding a child’s personality style help you honor them?

Consider the following questions:

1. What did I learn today?
2. Why is this important to know?
3. How can I use what I learned?
4. What difference will this make in my life?

Think of all the personality styles in your family or at work. How does this help you understand the way they behave?

How are benevolence and gentleness alike? How are they different?

If you understand a person’s personality style, does that change the way you react toward that person? How can it help your relationship?

How do benevolence and gentleness help you “greet each day with love in your heart?”

Understanding What You Read

Volume 7 Number 1B

1. What are some of the influences on our “natural” personality style?
2. How does knowing a child’s personality style affect your understanding of that child?
3. Give an example of what might occur if both the parent and the child are Lions.
4. How does our “natural” personality type affect our parenting style?

Understanding What You Read

Volume 7 Number 1B

The four basic personality types are _____, _____, _____, and _____. We have some traits from each style.

We usually have one _____ style. Parents and children may have different personality styles. Or, they may have the same basic style. We are not born with our _____

_____. It is influenced by _____, _____, and many other things. However, our _____ give us

our basic or _____ personality type. Children adjust their personalities as they grow.

It is important for us to know the _____ and _____

of their personality type. Understanding a personality type helps us understand that person's behavior and attitudes.



Project Metamorphosis

Volume 7 Number 2A

Parenting 3: The Relationship Principle: Keeping an Open Spirit

Each of us has a body, soul, and spirit. Our body is what you see. It is our physical makeup. Our soul is our mind, will, and emotions. Our spirit is who we are deep inside. It is where we have our deepest feelings and where we find meaning for our lives. It is where we experience deep relationships. Our goal is to have these three areas healthy and in balance.

Many things can cause us to lose the balance between body, mind, and spirit. If we are hurt, offended or angered, our spirit begins to close. As the spirit closes, so does the soul and body. We can see this in a person's body language. They turn away. They avoid being touched. They avoid conversation. When a person's spirit is closed, their mind is closed. They don't want to hear anything you have to say. They will not agree with you on anything. Closed spirits take place in all relationships. These can be at home, with friends, at work, and in prison. It can occur between mates, friends, parents and children, and co-workers.

If you don't have children, think back to your relationship with your parents. If you have children, think about your relationship with them. In most homes it is almost impossible to keep from offending or hurting each other. Offenses and hurts build up. When the problem isn't resolved, the spirit stays closed.

When children's spirits close, the children won't like their parents. They won't do what their parents want. They won't like or respect what the parent likes. They will argue. They will turn to their friends or others. They won't make eye-contact. Has this happened to your children? Did it happen to you when you were a child?

The worst thing we can do is leave anger unresolved. We have to let anger go. Unresolved anger will destroy a relationship. It will close the spirit. There are things we can do to open a child's spirit. These same principles work in all relationships.

“When a person's spirit is closed, their mind is open.”

STEPS TO REOPEN A CHILD'S SPIRIT

1. BECOME TENDERHEARTED

Show your tenderness in your body language. Get down to your child's eye-level. Relax your muscles. Soften your voice. Show that you care. Acknowledge that they are offended.

2. INCREASE UNDERSTANDING

Try to understand the child's pain and hurt. Ask questions that allow the child to express feelings.

3. RECOGNIZE THE OFFENSE

Admit when you offend your child. Sometimes it is not what you do, but how you do it that is offensive or hurtful. If you were harsh or controlling, admit it. This is one of the hardest things for parents to do. When you admit that you have offended others, you tell them they are valued.

4. ATTEMPT TO TOUCH

Children especially need to be held. This is true of boys and girls. This is often hard for fathers. This touch may be a simple pat on the back. It may be a hug.

5. SEEK FORGIVENESS

Don't defend yourself. In parent-child relationships, you are the adult. You know when you over-reacted. Ask forgiveness from the person you offended.

THE GREATEST SECRET

. . . PART 7

If I can speak different languages but have not love, I am just noise. If I could tell the future but don't love others, what good would it do? If I had enough faith to make mountains move, but don't love, I would be nothing. If I gave all I own to the poor, but don't love, it would be of no value. All the special gifts and powers from God will someday end, but love goes on forever. The greatest gift is love. --Adapted from *1 Corinthians in the Bible*

No matter your religious beliefs, the power of love changes everything. When you love, you act in love. This secret gives you the power to change your world through love. Remember to read this section 3 times each day. Read it in the morning, read it after lunch, and read it aloud before you go to sleep. As you repeat the words, they will become part of your active mind and your other mind—the part that never sleeps and makes you act.

I will greet this day with love in my heart. This is the key to everything. Strength can split a shield. It can destroy a life. Only the unseen power of love can open hearts. Until I master this, my efforts will fail. I will make love my greatest weapon. How will I do this? I will look on everyone and everything with love. I will welcome good times. They make me happy. I will endure sadness. It teaches me lessons. **I will greet this day with love in my heart.** I will praise others. I will encourage others. I will applaud others for their efforts. I will not criticize for that is not loving. I will not gossip for that is not loving. **I will greet this day in love in my heart.** I will act with love. I will react to others with love. Love will protect me. It will strengthen me. When I see others, I will silently say, "I love you." Though spoken in silence, these words will affect my attitude toward others. **I will greet this day with love in my heart.** Most importantly, I will love myself. I will not do things to harm myself. I will not overindulge. I will care for my body, mind, and spirit. **I will greet this day with love, and I will succeed.** -- Adapted from *The Greatest Secret in the World* by Og Mandino

LIFELONG LEARNING: *Prefixes*—A prefix is a word part added to the beginning of a word. A prefix changes the meaning of a base word. If we know the meaning of the prefix, we can understand the word. Here is a list of common prefixes, their meanings, and an example of each. Write two other examples of words with each prefix.

Prefix	Meaning	Example
dis	not, the opposite of	dislike, disconnect
im	not	impossible, immoral
pre	before	preview, precook
re	again, back	reread, rebound
un	not, the opposite of	uncover, unreal

Reflections

How does understanding our relationship with our own parents help us on the job?

Consider the following questions:

1. What did I learn today?
2. Why is this important to know?
3. How can I use what I learned?
4. What difference will this make in my life?

How does your relationship with your parents affect your relationships with your children? If you have no children, how does your relationship with your parents affect your relationships with others?

We can close someone's spirit in any relationship. Using the steps in this session, how could you apply them to your relationships at work?

How does greeting the world with love in your heart change your attitude to your children, other relatives, your friends, and your co-workers?

Understanding What You Read

Volume 7 Number 2A

Every person is made up of _____, _____, and _____.

_____ . Where we have our deepest feelings and relationships is our _____.

Our physical makeup is our _____ . The soul is our _____, _____, and _____ . If we offend or anger someone, we close their _____ . Unless we resolve the problem, a wall will form in our relationship. There are five steps we can take to open a person's spirit. The first is to become _____ . We do this by softening our voice. We relax our muscles. Step two is to _____ . Next, we _____ . We admit we have offended the other person. Fourth, we attempt to touch. This may be a hug or a pat on the back. At work, this could be a handshake. Last, we _____ . These steps help mend relationships in our families, with friends, and at work.



Project Metamorphosis

Volume 7 Number 2B

Parenting 4: Ways to Communicate Value and Love

Everyone needs to feel loved. We need to feel valued. We need to know others care for us. This is very true of children. Children need to know we love them no matter what. We will always love them. Children need to know we value them. If a child grows up feeling unloved, they will have trouble in adult relationships. If they feel they are not valued, they will have no self-esteem. In the U.S. about two million children have one or both parents in prison. Children who are not with their parents can be hurt for life. Some studies say that a child whose parent is in prison is five times more likely to become a delinquent. Thus, your child needs to know you love them. Since you are in prison, your child may feel abandoned. They need to know you value and care about them. There are five ways that we let children know they are loved.

MAKE A DECISION TO HIGHLY VALUE YOUR CHILD

This is a choice you make. You place the value of your child over things. You value your child in spite of your own problems or pain.

SHOW VALUE THROUGH TOUCH

Babies actually die when they aren't touched. Children need to be touched in an appropriate way. Little children need to be held and hugged. As children get older, they can get a bear hug or an arm around their

shoulder. Boys and girls both need this. Children need to be touched at least 12 times a day.

SAY WORDS OF AFFECTION

We can't assume children know we love them. They need to hear us say it. They need to hear this from both moms and dads. This may not come easily for you. You may feel uncomfortable at first. Once you choose to value your child, you can say the words, "I love you."

STUDY YOUR CHILD

Learn their strengths. Learn their weaknesses. Knowing your child's personality type will help you. Give encouragement in weak areas. Praise your child's strengths.

BE COMMITTED TO YOUR CHILD

No matter what happens, we will love our children. If they get into trouble, we will be there. This doesn't mean we will fix everything. But, we will always love them. Being in prison makes it hard to show your commitment and love. Your child needs to hear your words of love as much as possible. You can write cards or letters. You can make sure the person caring for your child knows what you want for your child.

LIFELONG LEARNING: *Suffixes*-A suffix is a word part added to the end of a word. Like a prefix, a suffix can change a base word's meaning. Below are some of common suffixes, their meaning, and an example. Write two more examples for each suffix. Circle three words in the article that have suffixes.

Suffix	Meaning	Example
ful	full of fearful	doubtful
ly	in a certain way	lovely, sadly
ness	in a state of kindness	happiness
ment	an act or state of	excitement
ble	able to do	changeable
less	without	penniless

Reflections

What messages did you get from your parents? Did your parents communicate their love to you? How can you communicate your love to your children while you are still in prison?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

We do not have to parent the way our parents did. We can choose to break the cycle. What can you do right now to make your child feel valued?

One of the suggestions for communicating value and love is studying your child. How could this suggestion help you value your co-workers?

Letting others know they are valued is important in any relationship. At work, how can you show you value and respect another person?

Understanding What You Read

Volume 7 Number 2B

1. Why is it important to let children know they are loved and valued?
2. What added problems do children face when a parent is in prison?
3. What is meant by “appropriate” touch? Give some specific examples.
4. Why is it difficult for some people to express words of affection?
5. What are some things we can do to show we value a person at work?
6. What are some specific things you can do while in prison to show you value and love your child?

Understanding What You Read

Volume 7 Number 2B

All humans have the need to feel _____ and _____. Children especially need the security of feeling loved. If a child grows up feeling unloved, they may not be successful in adult _____. They may have very low _____. Children with one or both parents in prison need special care. Because you are gone, the child may feel _____. Studies show that your child is _____ times more likely to get in trouble with the law. Because of this, your child needs to know he/she is valued and important. There are five ways to let children know they are valued. The first is to make a _____ to value your child. This is a choice you make. You place the value of your child above other things. Next, we communicate this value through _____. Third, children need to hear _____. Then, you should _____. Learn your child's strengths and weaknesses. Last, you should _____ to your child. Children need to feel our unconditional love.



Project Metamorphosis

Volume 7 Number 3A

Parenting 5: Teaching Children Rules and Limits

Think about your own family. Were there rules about the right way to behave? Were there rules about the wrong way to act? Did you know how your parents felt about fighting, name calling, and lying? Did your parents yell at you? Did they spank or hit you? Did you know why you were punished? Are you doing the same things with your own children or grandchildren? Do you yell at them to “stop?” Then, do you punish them?

There is a better way.

Children want a set of fair rules to live by. Living in a house with no rules is very frustrating. Parents have to teach children the way to act. Parents teach by their example. Parents teach by talking with their children. We must be consistent. This means you expect the same good behavior each day. The results for wrong behavior are the same each day. Children need praise when they follow the rules. Consistency applies to you, too. Children need to know what to expect.

Parents must learn to speak so their children will listen. Have you ever said, “I’ve told you five times to pick up your stuff!” or “How many times do I have to tell you to stop fighting?” Have you said, “I’ve had it. If this doesn’t stop, you’ll be sorry?” We’ve all said things like this. We need to try something new. First, we need to stop what we are doing. Go to the child. Make eye contact. Now, don’t beg or plead. Don’t scream or yell. Don’t get angry. Make your request in a calm voice. Use direct statements like “This is what I expect you to do.” Clear, direct statements get the message across.

“You can be a good parent even in prison.”

Family rules need to be set. Children need to know the rules. Keep the rules simple. For example, “Don’t hit, bite, pinch, or kick others.” Make sure that rules apply to everyone. As children get older, some rules might change. Don’t expect your children to obey a rule that you do not follow. If the rule is “No name calling,” then parents must obey the rule, too. Limit family rules to five or six. It is hard to remember too many rules. In this session, you will learn about setting limits or rules. You will learn how to have a family meeting. In a family meeting, all members take part in setting up rules. For each rule there is a consequence. The consequence is what happens if the rule is broken. Using this way to set rules and consequences helps us be consistent. This set of rules and consequences is called a contract. A contract is an agreement or promise. The family contract says that everyone agrees to the rules and consequences.

So, how does this help you now? You’re in prison. You can’t have a family meeting. But you can let your child know the behavior you expect. You can write down the behavior you want. You can ask your children to write you each week. Your children can tell how they did. You can praise good behavior. You can tell them you are sad when they don’t follow the rules. Being a parent is hard work. It takes effort and energy. You can be a better parent even in prison. Taking this class shows you want to learn new things. There is much you can do right now.

Family Rules: Sample contract for small children

1. Obey Mom or Dad without complaining, arguing, or nagging.
Consequence: No toys for 1 hour.
 2. Pick up toys and clothes and shoes each day before going to bed.
Consequence: No television for 24 hours.
 3. No name calling.
Consequence: No television for 24 hours.
 4. No teasing, hitting, or biting.
Consequence: No snack.
 5. Bathe, brush your teeth, and go to bed on time.
Consequence: Go to bed a half hour earlier the next night.
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CHARACTER FIRST: DISCERNMENT AT HOME AND WORK

Discernment is understanding the deeper reasons behind actions. It is seeing cause and effect. It is knowing why things happen. This is the basis of good problem-solving. Discernment is important because problems happen at home. They can also happen at work. Discernment helps you look at problems with new eyes. It is more than knowing right from wrong. It is knowing why things are right or wrong. This helps you understand and follow rules at work and it helps you make rules for home. It also helps you explain reasons for rules both at home and at work. Some traits of discernment are listed below: Discerning people. . .

Understand personality types

They know that people act differently for different reasons.

Keep their cool

They don't just blow up.
They look for causes for problems.

Learn from others

They watch how others solve problems.
They ask questions about causes.

Solve problems

They look for causes and effects.
They don't blame others.

Know their materials and tools

They know what their equipment is capable of.

Know themselves and the people around them

They know what they can do.
They know what others can do.

Are forgiving

They know that nobody and few situations are perfect. They help make things better, not worse.

LIFELONG LEARNING: Thinking About Words -You have learned how to rate your word knowledge. (0, Never Seen It; 1, Seen It, But Not Sure Of Meaning; 2, Sort Of Know The Meaning; 3, Know The Meaning Well). There are some words in this newsletter that may be new for you. Look at the words in dark print. Rate your knowledge of these words. Can you figure out their meanings?

Reflections

Think about the way you were parented. Did you know the rules in your house? Did you know the consequences for breaking the rules? What would have been a rule that could have changed the course of your life? What would have been the reason for the rule?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

How does discernment make you a more balanced parent? How does discernment make you a better worker?

Using the sample contract, make a rule for your workplace. What would be an appropriate consequence for breaking the rule?

How can knowing rules and consequences help a relationship at home or at work?

Remember that praise for doing the right thing is important. What are some things that you would like to be praised for doing?

Understanding What You Read

Volume 7 Number 3A

Living in a house with agreed-upon rules makes it easier on everyone. Children want a set of _____
_____ to live by. Knowing the rules helps parents to be
_____. This means parents expect the same good behavior every day.

When children break the rules there will be _____. This is what happens or results
if the rule is broken. Children should know the family rules and the consequences. This set of rules and
consequences is called a _____.

Understanding What You Read

Volume 7 Number 3A

1. Why is it important to set family rules?
2. What happens if we just assume everyone knows the rules?
3. What are some things parents should do when speaking to their child?
4. What are consequences?
5. What is a family contract?
6. How can you use this information while still in prison?



Project Metamorphosis

Volume 7 Number 3B

Parenting 6: Developing a Close-Knit Family

There are things that close-knit families do. These are things that are characteristic of a close-knit family. A characteristic is a quality, mark, or trait. You can look at these six things and see which characteristics your family has. You can look at your family when you were a child. Was something missing? Your family can be people you are related to or they can be people you choose to become close to.

CHARACTERISTICS OF A CLOSE-KNIT FAMILY

- 1. Family members appreciate each other.** They praise each other. They value each other. They see each person's strengths.
- 2. Close-knit families spend time together as a family.** They do things they all enjoy. They plan fun things to do together.
- 3. They communicate well.** Key 4 told you about good communication skills. Families spend time talking to each other. They pay attention to each other. They listen to each other. They work at understanding each other.
- 4. Close-knit families are committed to each other.** They care about each other. They want the family members to be happy and successful.
- 5. Close-knit families have a spiritual life.** They worship together. They go to religious activities together. They share values.
- 6. They can deal with crisis.** This does not mean they like the bad times. They look for treasure or good things that come from the crisis.

“You can think about how you will create a close-knit family of your own.”

This session focuses on two traits of close-knit families: spending time together and dealing with crisis. Right now you can't spend time with your family. You can think about things you will do when you get released. You can talk to your children about the things they would like to do. You can begin to talk about "our" family. You and your family are the most important part of your child's world. You can make the choice to spend time with your family when you get released.

Your being in prison is a crisis for your family. This is something you can start to work on now. You can use this crisis to draw your family closer. During the crisis there is stress. The family is upset. There is conflict. Your child may be angry with you. You have learned ways to handle this anger. You can deal with the conflict. Use this time of crisis to strengthen your family.

Both of these take thought. You can think about how you will make a close-knit family of your own.

LIFELONG LEARNING: Main Idea-The main idea of everything you read, hear, or do is something you want to be aware of. The main idea tells you what is most important. Every story, article, conversation, and job has a main idea. Most paragraphs have a main idea. What is the main idea of the article above? Does the title help you choose the main idea? What's the main idea of your job?

Reflections

Choose one thing that you would like to do to create a close-knit family. How will you accomplish that when you get out of prison? What can you do now to implement that suggestion?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

How does honor help build a close-knit family?

Sometimes a crisis will tear apart a family. Has your family ever had a crisis where this happened? What could you have done to pull them back together?

How can having the character trait of gratefulness help you build a close-knit family?

You can create your own family by choosing people you want to be close to. How can you use these suggestions to make your “family” a close-knit one?

Understanding What You Read

Volume 7 Number 3B

1. What does the word “characteristics” mean?
2. How do you show appreciation for someone?
3. What does it mean to be committed to someone?
4. What is a crisis? Give an example of a crisis in your life.

Understanding What You Read

Volume 7 Number 3B

Close-knit families have six things is common. These six things are called _____.

This means the same thing as a _____ or _____. The first

is that close-knit families _____ each other. They praise and value one another.

Next, they _____. They like to

be together. Third, they have good _____. They spend time talking

together. Then, close-knit families are _____ to each other. Fifth, they share a

_____. Last, they can handle a _____. They

know how to find the treasure in a bad time. Which of these things can you begin to work on right now?



Project Metamorphosis

Volume 7 Number 4A

Parenting 7: The Power of Encouragement and Motivation

Some of us are parents. But all of us have a child within us. We can choose to encourage or discourage our children. We can choose to encourage or discourage ourselves. Motivation and encouragement are powerful. They can change our children. They can change us. We choose how to treat our children. We decide how to treat ourselves.

We all want the best for our children. We want the best for ourselves. We have hopes for them. We have hopes for ourselves, too. There are ways we can encourage our children. There are ways we can encourage the “children” within us. We can motivate them to be their best. We can motivate ourselves to be our best, too. What is encouragement? It is helping to grow a child’s self-esteem. It is growing our own self-esteem. It is showing children they are loved. It shows that we believe in them. When we encourage ourselves, it shows we love and believe in ourselves.

Look at the words **encourage** and **discourage**. Look at the base word. It is **courage**. Courage is part of self-esteem. When we encourage, children learn to believe in themselves. You learn to believe in yourself. They have the courage to grow and learn. They can find their strengths. Discouraged children have little self-esteem. They do not choose positive ways to act.

“Some of us are parents. All of us have a child within us...We decide how to treat our children. We decide how to treat ourselves.”

WAYS TO ENCOURAGE AND MOTIVATE

You can either encourage or discourage your child. You think about what you want. You choose what to do. You show encouragement if you . . .

LOVE AND ACCEPT YOUR CHILD

Each child—each person—has strengths and weaknesses. Each child in a family is different. They have different interests. Watch your child. Watch yourself. What is the child’s natural bent? We don’t expect perfection. We see value in who they are. Accept them for who they are, not who they could be. Value yourself for who you are.

HAVE FAITH IN YOUR CHILD

Believe they can do things. Believe that you can do things. Say things like, “You are learning this.” “I knew you could do that.” “You are working hard.” “You are a good thinker.”

NOTICE EFFORT AND IMPROVEMENT

Children learn at different rates. Look for the small changes. When you see any improvement, say so. Let them know you appreciate every little step they make. Appreciate yourself.

STAY POSITIVE

Stop using negative words about your child. Listen when your child speaks to you. Show excitement about your child's work and interests. Listen to your self-talk. Replace negative comments **with positive ones**.

To be an encouraging parent, there are some behaviors we need to exhibit:

COMMUNICATING POSITIVE EXPECTATIONS

If we believe a child can't do something, we communicate this belief. The child somehow knows how we feel. Then the child has doubts. Then the child fails. Believe in yourself.

ACCEPT CHILDREN AS THEY ARE

Comparing children makes one child feel they can't succeed. They give up. They don't try. Don't compare yourself with others. You are you and that's good enough.

SET GOALS A CHILD CAN REACH

Don't expect everything to be perfect. Don't expect every grade to be an "A". Set goals that are for your child's age. Remember their natural bent. Think about your goals. Set goals that are high, but within reach.

HAVE ONE STANDARD

If the children have to pick up their things, you should pick up yours. If you want your children to show respect, you should, too. If you want your children to use good words, so should you. Set high standards for yourself. This session shows you other ways to motivate your child and yourself. Try to find a way that you can use right now.

This poem by Dorothy Law Note shows how a parent's words and actions affect a child.

If children live with criticism,
they learn to condemn.
If children live with hostility,
they learn to fight.
If children live with ridicule,
they learn to be shy.
If children live with shame,
they learn to feel guilty.
If children live with tolerance,
they learn to be patient.
If children live with encouragement,
they learn confidence.
If children live with praise,
they learn to appreciate.
If children live with fairness,
they learn justice.
If children live with security,
they learn to have faith.
If children live with approval,
they learn to like themselves.
If children live with acceptance and friendship,
they learn to find love in the world.

LIFELONG LEARNING: *Prefixes and Suffixes*-Look at the word "courage". We can add different prefixes to the word - ENcourage and DIScourage. The prefix changes the meaning of the base word. Now add different suffixes: encourageMENT, discouragEMENT, encouragING, discouragED, and encouragINGLY. How does the prefix and the suffix change the meaning of the word "courage"?

Understanding What You Read

Volume 7 Number 4A

Encouragement helps to build a child's self-esteem. Encouragement is a way to motivate a child. To give encouragement we need to _____ and _____ each child. We see value in who they are. We know each child is different. We should also have _____ in our child. We need to believe in them. We give encouragement when we notice _____ and _____ . We stop saying and acting negative. We are _____ . We listen and show interest.

Understanding What You Read

Volume 7 Number 4

1. What do the words encourage and discourage mean?
2. How does encouragement affect the way a child feels about himself?
3. What does it mean to “accept your child for who they are, not who they could be”?
4. Why is it important to recognize “effort” as well as accomplishments?
5. How could having “double standards” affect the relationships between child and parent?



Project Metamorphosis

Volume 7 Number 4B

Parenting 8: “Salting” Your Conversations at Home & Work

Do your children or co-workers tune you out? Do they ignore you when you talk to them? Do they look like they're listening, but five minutes later can't recall what you said?

Sometimes parents need to get a child's attention before they start to talk. This same thing works with mates, friends, and co-workers. Instead of shoving our ideas at others, we first get them interested. This is what TV commercials do. Have you ever listened to a talk-show host? Telling the “rest of the story” after the commercial uses the salt principle. The salt principle makes us curious. It causes others to want to listen. Gossip uses this principle negatively. When a person says, “You're not going to believe what I heard!” you are suddenly interested. Then the person says, “I promised not to tell anybody.” Now you're more interested. This person is using the salt principle.

HOW TO SALT YOUR CONVERSATIONS

You can get your children—and others—to listen to you by using the following:

Know what you want to communicate

Have your ideas organized. Clearly define the value or facts you want others to get.

“Salting your speech requires thought. You decide how you want to say what you want to say.”

Know the other person's interests

Share part of the story. Make them want to hear more. Show the person how what you will tell them relates to their interest or job.

Ask questions

This shows your interest in others. Your interest will help them be interested in you. Asking questions at work shows you value the other person's knowledge.

Choose the right time

Don't tell people something when they are in the middle of things. Wait until there is a natural stopping place.

If you lose attention, stop and add more salt

Don't tell your important information unless you have full attention. You can wait until a better time. You can add more salt. You do not want to manipulate or control your child or anyone else. You add salt to get a person's attention. It catches interest. You can then use this interest to inform, teach, or guide them. Salting your speech takes thought. You choose how you want to say what you want to say.

LIFELONG LEARNING: *Simile and Metaphor*—A simile compares two things. It usually joins the two things with the word “like” or “as”. An example would be, “He raced *like lightning* down the street.” A metaphor also compares things. It does not use “like” or “as”. In the metaphor, one thing is said to *be* another. For example, “Long *fi ngers* of sunlight came through the trees.” What two things are being compared in the simile? What things are being compared in the metaphor?

Reflections

Is “salting your conversation” a metaphor or a simile? How is salting a conversation like salting food?

Consider the following questions:

1. What did I learn today?

2. Why is this important to know?

3. How can I use what I learned?

4. What difference will this make in my life?

Try salting your conversation with someone. Describe the results using a simile or a metaphor.

Choose one of the following character traits: Alertness, Attentiveness, Discernment. How could that trait help you “salt a conversation”?

Why is “salting” a conversation a thinking skill?

Understanding What You Read

Volume 7 Number 4B

The salt principle is like putting salt on food. It makes us thirsty. The more salt, the more we want to drink.

Salting a conversation is used to get a person's _____ . Television

_____ use this. They make us want to know more so we will buy. A negative

example of the salt principle is _____ . We don't use "salt" to

_____ or _____ another person. To salt a

conversation you first need to know what you want to _____ . We also need to

know the other person's _____ . We can ask _____

_____ to keep the person interested. Sometimes we need to wait for a better

time. If we don't have the person's full _____ , stop and wait for another time.

Understanding What You Read

Volume 7 Number 4B

1. What is the purpose of “salting” a conversation?
2. When is “salting” a conversation used in a negative way?
3. Why is it important to know the other person’s interest to “salt” a conversation?
4. Write or tell a story using the salt principle.